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ABSTRACT

In this report, the Curriculum Committee proposes that the Loyola Day College adopt a 4-1-4 program. This program entails a 15-week Fall session (including examinations) from early September till Christmas, a 4-week Winter session in January, optional to the senior student but not to others, and a 15-week Spring session. The student would take four courses during the Fall and Spring session and concentrate on one area of study during the Winter session. 35 courses would be required for graduation, including the 16 courses of the core curriculum, but students would be strongly encouraged to take 36. This report discusses: (1) the advantages of the program; (2) the implications of the program, including changes in the core curriculum and the redesigning of almost every course: (3) problem areas, including grading, transfer students, and students who fail; and (4) principles underlying the core curriculum. Courses required in the core curriculum, requirements outside the core, some model programs in different fields, proposed Divisional Areas, and some specific proposals for the 4-1-4 program are listed. The appendices discuss: (1) an American Studies Program; (2) need for a full-time faculty member in fine arts; and (3) examples of Winter term courses. (AF)

ED043303

PROPOSAL FOR A REVISED CURRICULUM IN THE DAY DIVISION

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I. Introduction

The Curriculum Committee, faculty and administration of Loyola College are concerned with promoting at Loyola an atmosphere and academic program conducive to the intellectual and personal growth of everyone in the community. In this spirit the Committee has since September, 1968, been examining the content and structure of the Loyola curriculum to see how that curriculum might be altered to better satisfy the needs and special interests of the individual student and faculty member - to produce a curriculum which will permit the individual to satisfy not only his professional and humanistic requirements, but his personal academic interests.

In its deliberations the Committee has visited a variety of campuses, employed the expertise of several consultants, examined recent academic innovations, and discussed the suitability of a number of programs with members of the Loyola faculty. It is now ready to propose a far-reaching change in calendar and curriculum in the hope that this change will provide new opportunities and incentives for serious personal commitment to study and intellectual growth. Basically we propose that the Day College adopt what technically is called a 4-1-4 program.

II. The 4-1-4 Program

Many varieties of the 4-1-4 program now exist. The particular variety which we recommend would have a fifteen-week

fall session (including examinations), running from early September until Christmas, a four-week winter session in January, and a fifteen-week spring session (including examinations) from February to late May. During the fall and spring sessions the student would take four courses (rather than the customary five); during the winter session the student would concentrate on one area of study. The senior student would take four courses in the fall and spring, but his participation in the winter term would be optional. Thirty-five courses would be required for graduation; the good student would be strongly encouraged to take thirty-six.

With only four courses to prepare each fall and spring, the student should be able to achieve a greater breadth and depth in each of his courses than is possible under the five-course semester. To use the current terminology, the courses will be closer to four-credit courses than to three-credit courses. This greater penetration of subject matter will be worked out in a variety of ways, depending upon the course. Some courses might require a greater amount of reading; others might feature additional discussion groups or seminars at stated intervals, with a proportionate increase in outside reading; still others might rely heavily upon a series of personal interviews between student and faculty member. Some may find it most appropriate simply to have extra class time. In any case, since the student's academic interests during the semester will be less diversified than they are now, he should have a better penetration of and a more personal involvement in the material of the course.

The winter term is intended to provide an opportunity for both faculty and students to engage in a new type of study. The four weeks of this session will be devoted entirely to one area. Off campus projects and field trips are possibilities, as are intensive library and/or laboratory work and development of computer based techniques, to name just a few. (Cf. appendices.) It is not generally desirable that the winter courses be condensations of regular term courses. Rather, they should be projects devised, often jointly, by faculty and students looking to areas and questions of personal interest not otherwise open to examination during the fall and spring sessions. Faculty and student proposals will be initiated at the departmental level and approved by an academic committee. The Committee regards the winter term as one of the most attractive features of the proposal. It will call forth the imagination and ingenuity of both student and faculty member, encouraging both to embark upon independent and significant work in areas of mutual interest.

III. Advantages of the Program

In addition to permitting greater depth in the fall and spring sessions and greater opportunity for more concentrated creative and individual work in the winter session, the 4-1-4 program can provide the following advantages:

1) The winter term enables the student to take greater responsibility for the shaping of his own education.

2) The 4-1-4 program makes more effective use of the month of January by avoiding the awkwardness of the post-Christmas week of classes followed by a week of examinations. Concomitantly, it offers a more work-free Christmas vacation to both students and faculty.

3) The program hopefully can be a drawing card for greater numbers of high quality students.

4) The winter term will enable the Loyola student to participate in a variety of exchange programs in the local area, nationally and internationally.

5) The winter term will allow greater opportunities for research on the part of faculty members, not only because they will ordinarily have every third January free, but also because it will be more feasible to arrange student-assisted research projects during the January term.

6) The winter term will allow for greater experimention in new teaching methods, and some courses can perhaps be better taught in an intensive one-month arrangement.

7) The winter term will allow greater experimentation with team-teaching and inter-disciplinary approaches than is possible in the four-month semester.

8) The winter term will provide an opportunity for work-study programs in areas where this will be

beneficial.

IV. Implications of the Program

Apart from calendar, the program will necessitate a number of other changes:

1) Since the number of courses will be reduced from the usual forty to thirty-five, substantial changes in the core curriculum must be effected in order to provide the flexibility which the new program demands. The Committee's recommendations for a core program will be found in the pages which follow. Models of how this program might be developed in business, humanities, and the several sciences are also included.

2) It seems clear that practically every course in the College will have to be redesigned both in spirit and in execution. The Committee stresses the necessity for each Department and each faculty member to commit themselves to a re-examination of the content and structure of their own course offerings. 4-1-4 should not simply be a new label for an old package. It is intended to stimulate new concepts and to encourage the type of imaginative innovation which will make education a more challenging and stimulating experience.

3) Faculty teaching assignments will have to be re-

distributed. Presently we are recommending that the normal full-time teaching schedule be three courses (or two) in the fall, one course in the winter, and two courses (or three) in the spring. Hence each year a faculty member can expect to teach six courses, although he can also expect that the more intensive treatment which these six ideally should receive will elicit from him a commitment of time and energy comparable to the eight courses of the old system. We also recommend that each faculty member be given every third winter term free for his own reading, writing, research, travel, study, etc. As in the past, department chairmen will have modified schedules.

V. Some Problem Areas

1) For a number of reasons--scheduling as well as others--the course in Composition presents its own set of difficulties. It is not specifically included in the core program, but it will be required of all freshmen who do not perform acceptably on a written examination to be conducted by the English Department during orientation week. The details of the Composition Workshop have not yet been completed, but it is possible that it may be structured so that a student could leave the workshop before the fall session terminates, and so that students beyond the freshman year could be required

to re-enter the workshop should their writing deteriorate markedly. In order not to penalize the marginal student by forcing him to take Composition as a fifth course in his first semester, the Committee recommends that the student be required to take his first semester of foreign language in the winter term rather than in the fall term, and that, consequently, the student not be given the option of eliminating the winter term of his senior year.

2) In order to foster use of the winter sessions both to broaden the horizons of the student and to give him the opportunity to do intensive work in his own area, the Committee recommends that the student be required to work outside his division (cf. Divisional Areas) during two winter terms (normally during his underclass years).

3) The question of grading in the winter term needs careful discussion. Most schools on a 4-1-4 plan have adopted a Pass-Fail system for January courses. Their action here stems, first, from the unusual nature of the winter program, and second, from the desire to encourage students to explore fields other than their major which appeal to them but which hold the threat of poor grades because of their unfamiliarity, e.g., to encourage an English major to take additional mathematics or science offerings without undue fear of damaging his Q.P.A.

The Committee recognizes the cogency of this argument for students taking courses outside their division, but has reservations about its applicability to students working within their own divisions. It, therefore, recommends that Majors be given a letter grade for work within their major, while non-majors will ordinarily have the option of being graded on a pass-fail or a letter-grade basis.

4) Although the model freshman and sophomore programs for fall and spring are tightly structured, we do not forsee any unreasonable difficulties with students wishing to transfer their majors from one area to another. They might lose most or all of their electives (as they do now), especially when transferring from one of the sciences, but because the new core (unlike the present one) is the same for all majors, they would be required to satisfy only those demands which their new major might make of everyone entering the major. The problems of transfer students from junior colleges or elsewhere are left to the admissions officer and the dean. Problems dealing with courses failed and to be repeated in summer sessions will be settled between the dean and the department chairmen.

5) Students who fail their studies during a winter term will be required to make up this deficiency either during summer with the permission of the Dean of during the winter term or their senior year.

VI. Some Principles Underlying the Core Curriculum

1) The liberally educated man should have had the experience and knowledge resulting from a penetrating and competent grasp of at least one concentrated area of knowledge. To remain merely at the survey level of acquaintance with the various fields of knowledge is to miss one of the main values of modern education and to fail to develop one's potential for both personal and social fulfillment.

2) The liberally educated man needs to be freed from the limitations imposed by whatever specialization he develops. In this sense the word "Liberal" in liberal education means freedom from overlimitation.

3) There should be some common experience in the diverse forms of the Loyola curriculum. For this reason we include common courses in literature, history, philosophy, and theology. But in addition the student needs an introduction to the natural and social sciences, and for this reason there are requirements in these areas which may be met in diverse ways according to the interests and background of the student.

4) A liberally educated man must be able to express his ideas clearly and coherently. For this reason a qualifying examination in English composition is given to incoming students. Those who do not qualify for exemption will take an intensive course in Composition until they show requisite skill. This will be in addition to their

regular program. Similarly, the study of a foreign language and the ability to communicate in it on an intermediate level of accomplishment is required. If a student is able to meet Advanced Placement standards, he may fulfill this requirement by an advanced language or literature course.

VII. Core Curriculum: Day College

In accordance with the principles outlined above, the Committee proposes the following courses as core requirements for all students of the Day College:

Literature	Introduction to Literary Theory and Criticism	2 courses
History	Political, Social and Intellectual Culture	2 courses
Philosophy	Philosophical Anthropology	2 courses
Theology	Theological Anthropology	2 courses
Ethics	Philosophical or Theological Ethics	1 course
Mathematics and Science	Biology, Chemistry, Physics, Mathematics, Computers, or Statistics	3 courses
Social Sciences	Economics, Political Science, Sociology, or Psychology	2 courses
Languages	Intermediate college level (or advanced literature or language courses)	2 courses
Composition	Exemption by examination only; pass-fail basis	
ROTC or Phys.Ed.	Required of all Freshmen; pass-fail basis	

These 16 core requirements should be fulfilled early in the student's program, as exemplified in the models which follow, but no time is absolutely fixed for them. In some cases it may be advantageous for a student to defer meeting a requirement until late in his program. Exceptions should be made by agreement of the student and his advisor.

VIII. Requirements Outside the Core

Apart from core courses, the Committee distinguishes three types of courses: courses prerequisite to majoring in a subject (P courses), major courses (M courses), and elective courses (E courses). The number of each of these will vary slightly from major to major as is evident in the models which follow. In general, however, except for science programs which demand greater specialization, the student is expected to take eight (8) major courses; two (2) courses which the major departments might require as prerequisite to majoring in the department; six (6) electives, three (3) of which must be outside his division; and three (3) winter term courses. The distribution of the winter courses as well as the exception made for students required to take Composition are explained earlier in the proposal.

IX. Model Programs

BUSINESS PROGRAMS

Fall	January	Spring
Freshman Year		
*Language (C)	Required	Language (C)
History (C)		History (C)
Literature (C)		Literature (C)
Economics (C)		Economics (C)
ROTC or Phys.Ed.		ROTC or Phys.Ed.
Sophomore Year		
Science (C)	Required	Science (C)
Philosophy (C)		Philosophy (C)
Elective		Science (C)
Accounting (P)		Accounting (P)
Junior Year		
Theology (C)	Required	Theology (C)
Major		Major
Major		Major
Elective		Elective
Senior Year		
Ethics (C)	Optional	Elective
Major		Major
Major		Major
Elective		Elective

Summary:

16 Core courses (C)
2 Major Prerequisites (P)
8 Major Courses
6 Electives, of which 3 must be taken outside division
3 January term courses

35 Courses in program

*Students deficient in composition will be required to take the language course in the winter term of their freshman year.

HUMANITIES PROGRAMS

Fall	January	Spring
Freshman Year		
Literature (C)	Required	Literature (C)
History (C)		History (C)
*Language (C)		Language (C)
Social Science (C)		Social Science (C)
ROTC or Phys. Ed.		ROTC or Phys. Ed.
Sophomore Year		
Philosophy (C)	Required	Philosophy (C)
Science (C)		Science (C)
Elective		Elective
Prerequisite		Prerequisite
Junior Year		
Theology (C)	Required	Theology (C)
Major		Major
Major		Major
Science (C)		Elective
Senior Year		
Ethics (C)	Optional	Elective
Major		Major
Major		Major
Elective		Elective

Summary:

16 Core Courses (C)
2 Departmental Prerequisites
6 Electives, 3 of which must be taken outside the division
8 Major Courses
3 January term courses

35 Courses in program

*Students deficient in composition will be required to take the language course in the winter term of their freshman year.

BIOLOGY PROGRAM

Fall	January	Spring
Freshman Year		
Literature (C)	Required	Literature (C)
*Language (C)		Language (C)
General Biology (C)		General Biology (C)
Chemistry (P)		Chemistry (P)
ROTC or Phys Ed.		ROTC or Phys. Ed.
Sophomore Year		
History (C)	Required	History (C)
Philosophy (C)		Philosophy (C)
Physics (P)		Physics (P)
Biology (M)		Biology (M)
Junior Year		
Theology (C)	Required	Theology (C)
Mathematics (C)		Mathematics (P)
Organic Chemistry (P)		Organic Chemistry (P)
Major		Major or Elective
Senior Year		
Social Science (C)	Optional	Social Science (C)
Major		Major
Ethics or Elective		Ethics or Elective
Elective		Elective

Summary:

16 Core Courses
 7 Prerequisites
 3 or 4 Electives, at least 2 of which must be taken outside the division
 6 or 5 Major
 3 Winter Term

35 Total Courses

*Students deficient in Composition will be required to take the language course in the winter term of their freshman year.

CHEMISTRY PROGRAM

Fall	January	Spring
Freshman Year		
Literature (C)	Required	Literature (C)
*Language (C)		Language (C)
Science (C)		Science (C)
Mathematics (C)		Mathematics (P)
ROTC or Phys Ed.		ROTC or Phys. Ed.
Sophomore Year		
History (C)	Required	History (C)
Philosophy (C)		Philosophy (C)
Mathematics (P)		Mathematics (P)
Major		Major
Junior Year		
Theology (C)	Required	Theology (C)
Social Science (C)		Social Science (C)
Physics (P)		Physics (P)
Major		Major
Senior Year		
Major	Optional	Major
Major		Major
Elective		Ethics (C)
Elective		Elective

Summary:

16 Core Courses
5 Prerequisites
8 Major Courses
3 Electives - at least 1 of which must be outside the division
3 - 4 Winter Term

35 Or 36 Total Courses

*Students deficient in Composition will be required to take the language course in the winter term of their freshman year.

PHYSICS/ENGINEERING PROGRAM

Fall	January	Spring
Freshman Year		
Literature (C)	Required	Literature (C)
*Language (C)		Language (C)
Physics (P)		Physics (P)
Mathematics (C)		Mathematics (C)
ROTC or Phys. Ed.		ROTC or Phys. Ed.
Sophomore Year		
History (C)	Required	History (C)
Philosophy (C)		Philosophy (C)
Physics (P)		Physics (P)
Mathematics (C)		Mathematics (P)
Junior Year		
Mechanics (M)	Required	Either Math. Physics
Either Math. Physics		Or Elec. Engin.
Or Elect. Engin.		Theology (C)
Theology (C)		Social Science (C)
Social Science (C)		
Senior Year		
Electricity and Magnetism	Optional	Optics
Or Systems Analysis		Or Systems Analysis
Quantum Mechanics		Elective
Elective		Elective
Ethics (C)		Elective

Summary:

16 Core courses
5 Prerequisites
7 Major courses
4 Electives - at least 2 of which must be outside the Division
3 Winter terms

35 Total Courses

*Students deficient in Composition will be required to take the language course in the winter term of their freshman year.

MATHEMATICS PROGRAM

Fall	January	Spring
Freshman Year		
Literature (C)	Required	Literature (C)
History (C)		History (C)
*Language (C)		Language (C)
Mathematics (C)		Mathematics (C)
ROTC or Phys. Ed.		ROTC or Phys. Ed.
Sophomore Year		
Philosophy (C)	Required	Philosophy (C)
Social Science (C)		Social Science (C)
Mathematics (P)		Mathematics (P)
Physics (C)		Physics (P)
Junior Year		
Theology (C)	Required	Theology (C)
Major		Major
Major		Major
Elective		Elective
Senior Year		
Ethics (C)	Optional	Elective
Elective		Elective
Major		Major
Major		Major

Summary:

16 Core courses
3 Prerequisites
8 Major courses
5 Electives - at least 2 of which must be outside the Division
3 Winter terms

35 Total Courses

*Students deficient in Composition will be required to take the language course in the winter term of their freshman year.

X. Divisional Areas

It is proposed that the Divisional Areas be defined as follows:

1. Literature, History, Fine Arts
2. Classical and Modern Languages
3. Natural Sciences and Mathematics

   Mathematics, Physics, Chemistry, Biology, Biochemistry
4. Social Sciences

   Economics, Sociology, Psychology, Political Science
5. Business Sciences

   Economics, Business Administration, Accounting
6. Theology, Philosophy

XI. Specific Proposals on 4-1-4

In light of the information presented above, the faculty will be asked to discuss and vote on the following specific proposals:

1. The Day College program will be a 4-1-4 program, with each student taking each year four courses during a fall term of 15 weeks, four courses during a spring term of 15 weeks, and one course during a winter term of four weeks (except for senior year, when the student has the option of attending or not attending the winter term).
2. The core curriculum will consist of 16 fall-spring term courses distributed according to the norms of Section VII of the proposal. (All students are required to take one year of either Phys. Ed. or ROTC, unless excused. Unless a student is exempted he must take one composition workshop (cl. above).

3. The courses in the winter term will be distributed according to Section V,2: underclass winter terms will normally be outside the division.
4. The winter term courses within the major will be graded on a letter basis, non-majors will ordinarily have the option of being graded pass-fail or by letter.
5. A course in composition will be required of those students who do not pass a qualifying examination in this area. This course will be taken in the fall session of freshman year and will replace the first semester language course. The latter will be taken during the winter term of the freshman year. Students who are required to arrange their program in this way will not have the option of eliminating from their program the winter term of their senior year.
6. Students will be allowed to take courses in addition to their normal load either on a pass-fail or a letter-grade basis with the permission of their advisor and the Dean.
7. Divisional Areas. There will be six divisional areas, as follows:

   a) LITERATURE, HISTORY, FINE ARTS

   b) CLASSICAL AND MODERN LANGUAGES

   c) NATURAL SCIENCES AND MATHEMATICS

      Mathematics, Physics, Chemistry, Biology, Biochemistry

   d) SOCIAL SCIENCES

      Economics, Sociology, Psychology, Political Science

e) BUSINESS SCIENCES

Economy, Business Administration, Accounting

f) PHILOSOPHY, THEOLOGY

XII. Additional Proposals

1) An American Studies program should be initiated and a full time director of this program should be appointed to develop and coordinate it.

The Committee does not recommend that this proposal be adopted piecemeal. If no director is appointed, it is not recommended that the program be instituted. For documents relative to the American Studies proposal, see Appendix A.

2) A full time faculty member in the area of Fine Arts should be appointed to develop and coordinate an emerging program of offerings in this area.

For documents relative to this proposal, see Appendix B.

APPENDIX A - AMERICAN STUDIES PROGRAM

After considerable discussion among Dr. Hands, Dr. Mair, Fr. O'Malley, and Fr. Homann--a discussion which incidentally included Mr. McNierney and Dr. Evans--Dr. Robert Walker, Director of the American Studies Program at George Washington University, Washington, D.C., was the guest of the Loyola College Curriculum Committee on March 19, 1969. During the time of his visit, he discussed with deans and appropriate department chairmen the possibility and advisability of an American Studies program at Loyola College.

His comments, later written and mailed to the Committee, were as follows:

"Looking at the college publications, assessing the value of the cooperative programs with other colleges, reflecting on what I heard from faculty and saw in the library, I would say that American Studies appears to me a very good device for taking advantage of some of the obvious assets of Loyola. I know you are in general agreement or you would not have got this far in your deliberations, so I shall not belabor the point. I will summarize some of the things we said and add a point or two.

DEPARTMENTAL EMPHASIS: It seems clear that the program ought to build at first on the existing strengths and interests in English, History, and Political Science. In addition to the special courses (see below) I would recommend high priority for the addition of (1) at least a semester course in social and/or intellectual history of the U.S.; and (2) at least one term beyond English 312L and 411L dealing with "ideas and movements" as expressed in American letters. Other courses dealing with aspects of American civilization would become important additions but probably not so central as those already offered in American aspects of history, literature, and government plus the two recommended above.

NEW COURSES: Since most students cannot pull together the diverse materials from the several departments involved in a typical American Studies major, they require at least the help of a senior seminar, taught by a professor adept at synthesizing aspects of our experience in a way that allows each student to draw fully on his own curricular background. Most of us would strongly urge a full year seminar; it occurs to me now that there might be a great advantage in offering one term in the junior year and one term in the senior year (thus avoiding intrusion into the "teaching term.")Whoever teaches this course ought to guide the curriculum choices of the majors.

If possible, an introductory course at the sophomore level is highly desirable. It is the one sure way of letting students discover whether or not this kind of program is for them. It also implants some experience in the fine art of interdepartmental integration. If I understand correctly that there are no survey-type courses now offered in the lower division by the humanities departments, it would seem that such a course might fill an important general education need at Loyola. Some institutions

have found it possible to create a course which would give needed background in the materials of American civilization and, at the same time, relate academic materials to current social problems.

AMERICAN STUDIES AS AN HONORS PROGRAM: If only one new course can be offered in aid of the student's assimilation of his American studies meal, then it can be argued that this major would be methodologically more difficult than the more conventional majors. The character of an honors program has the virtue of protecting the poorer student during a period of experimentation; it would also assure the existing departments against the loss of a large number of major students.

Although most of us think that the "mature" program ought not be limited to honors students, there is often good reason for beginning a program this way.

PATTERN OF REQUIRED COURSES: ...I suggest something roughly as follows:

5 terms of history (2 Western Civ.; 2 U.S. survey; 1 elective)
5 terms of courses in either political science
economics
sociology (eventually)
or
literature
art and architecture
philosophy (history of in U.S.)
religion (history of in U.S.)
2 terms of sophomore introductory course in American civilization
2 terms of junior-senior seminar in American civilization

These "clusters" would change with the departmental offerings available and might sub-divide or re-align themselves in any number of ways. The point of the pattern would be to encourage some selectivity and to avoid allowing a student to range too far and wide that he could never gather in the sheeves. EXACTLY WHICH COURSES A STUDENT SHOULD TAKE IS A VERY PERSONAL AND LOCAL MATTER AND NO VISITOR SHOULD TRY TO SUGGEST ANYTHING MORE THAN ROUGH OUTLINES."

Dr. Walker's visit was followed by a meeting of Loyola faculty members on April 10, 1969. Present were Fr. Homann, Chairman, Dr.McGuire, Dr. Evans, Dr. Hands, Dr. Mair, and Fr. O'Malley.

Dr. Evans judged that there was absolute need of specially oriented courses tracing the central ideas and movements of American intellectual and social history. Fr. O'Malley reported that presently the English Department courses are being structured to emphasize the literary aspects of the material treated rather than to use literature as a vehicle for wider cultural and intellectual history studies. The immediate goal of the department is the introduction of appropriate courses in modern literature rather than specifically American literature. It is, however, possible that a limited number of American figure studies could be given which could function in the American studies program.

Dr. Mair reported on the ability of the History and Political Science Department to offer a good number of relevant courses for the program.

Dr. McGuire reported that the Sociology Department expected two new faculty members who will offer courses in American ethnic groups and inner city problems.

The need of a coordinating seminar and a program director was agreed upon by all, especially if the program did not have specially designed and oriented courses but contented itself with using the regular department offerings.

There was a brief discussion of an American Studies program to replace the present History and English concentration in the ME_d. program, but no firm conclusions were reached.

APPENDIX B - FINE ARTS

The Curriculum Committee recognizes the need for a more effective presence of the Fine Arts on the college campus. Included in the work of the Curriculum Committee was a meeting of a group of concerned faculty members and students on December 3, 1968. Mr. Bernard Perlman was present as a consultant at the invitation of the Curriculum Committee.

The group studied the opportunities open to the students in the Day College through courses available at the College of Notre Dame of Maryland and the Loyola College Evening Division. Although such opportunities allow a small number of students to get quality courses, they do not touch or influence the overwhelming majority of the Day College students. Symptomatic of our failure to impart an appreciation of the visual and plastic arts is the disappointing turnout of students at the Annual Invitational Art Exhibition and for guest lecturers in the Fine Arts.

The consensus is that unless there is a full-time Faculty member in Fine Arts on the campus, there is little possibility that there can be an effective presence of the Fine Arts for the majority of students. Accordingly, the group recommends that Loyola appoint a full-time person in this area. Such an appointee would be expected to work in the following areas:

1) Establishment of a cycle of courses in art history and appreciation which could be used by students as elective courses in their curricula.

2) Direction of such students as wish further study in this area and arrangement for their courses either at NDM or elsewhere.

3) Arrangements for introducing students and especially resident students to Baltimore and Washington museums and gallaries and theaters. Publicity for special exhibits, lectures, etc.

4) Supervision of the College's art collection, program of art exhibitions, and invited lecturers in Fine Arts. Development of the library collection.

5) Development of slides and lectures to be given in connection with various departmental offerings, e.g., History of Civilization, Philosophy of Esthetics, Greek and Roman literature, etc.

6) Laison with MSA and NDM in matters pertaining to Fine Arts. Perhaps an arrangement could be had with NDM for such a person to offer an advanced course there.

7) Suggestions for illustration of college catalogs and brochures with appropriate art work and illustrations.

The recommendation that a full-time person in Art be added to the faculty by no means aims at or contemplates a department of Fine Arts at Loyola. But it does propose what seems the most obvious and minimal solution to a problem in our present curriculum.

APPENDIX C - EXAMPLES OF WINTER TERM COURSES

BLACK WRITING, U.S.A.

The course will be led by Dr. Hames D. Reppert, of the Department of English at Albright College. The course has 3 credits and no prerequisites; open to all students. The program is intended to acquaint the participant with the extent of significant and influential writings by Black Americans. Four papers will be written by the student, concerning (1) an in-depth study of one author, (2) a socio-economic critique, (3) literary history and (4) a psychological or political critique. Emphasis will be placed on novels and on recent works. Enrollment is limited to 20 students.

MODERN STUDIES IN PERSONALITY AND THEOLOGY

The course will be instructed by Professor William R. Marlow, Department of Religion. Professor Marlow, a former chaplain at Albright, has extensive experience in the area of counseling. No prerequisites: open to all students but preference given to upperclassmen. The course has 3 credits. The methods and conceptions of the study of personality as found in the writings of such men as Rogers, Allport, Sullivan, Shinn, Fromm and Ellis will be examined as resources for a theological understanding of personality. The participants will spend a large amount of time observing and participating in various types of counseling and methods of therapy at institutions such as Lewisburg Federal Penitentiary, Chit-Chat Farm, Wernersville State Hospital and with local agencies and professionals. At the beginning of the second week, a three-day sensitivity training seminar will be conducted at Kirkridge Center near Bangor, Pa. In the second and third weeks, the participants will join sessions of the Psychology Department. Enrollment is limited to 20 students. The cost includes tuition, room, board, plus sensitivity training experience.

INTERNATIONAL MONETARY SYSTEM IN CRISIS

Professor Charles Andrews of Stetson University, Department of Economics. This course will deal with Great Britain's role in the key issues of the international monetary crisis. The project will be developed around selected assigned readings, visits, interviews, lectures and meetings with various government agencies. Each student will be responsible for three short papers. A year's work in economics is a recommended prerequisite.

BIOLOGY J-3

TOPIC: TROPICAL BIOLOGY

An opportunity to study marine and tropical island biology. The study will be conducted at the Caribbean Biological Center on the Island of Jamaica. The Center is located at Port Maria on the North Shore and provides living accommodations, equipment and supplies. The Center thus presents a means of studying living organisms in their native environment and in the laboratory in a way quite impossible in mid-winter in upstate New York. The Island of Jamaica possesses a wealth of intertidal and littoral forms as well as terrestrial plants and animals ranging in their distribution from the shore to over 7,000 feet above sea level.

The objectives sought in this project are threefold:

(a) To study the fauna and flora of a tropical island in their natural habitats and special reference to those forms which are endemic to Jamaica. Field trips will be taken both locally and to some of the more distant regions of the island. A knowledge of the names, taxonomic position and natural history of many of the native living organisms will be gained.

(b) To conduct a special study original to the individual student insofar as time and facilities permit. Each student will be asked to choose a particular activity to pursue intensively during his stay at the Center. The nature of the work will be adjusted to the science background of the individual student. A paper on this subject must be submitted to the instructor at the end of the period.

(c) To become as familiar as possible with the foreign culture, economy, political structure and history of Jamaica and its current situation as an independent Caribbean country.

Approximately the first week will be spent on the Colgate campus preparing for the above three objectives, and the rest of the time at the Caribbean Biological Center. High academic standards will be required. Students are expected to devote a minimum of 45 hours a week to their academic work.

BIOLOGY J-32

TOPIC: PHOTOGRAPHY

Principles of photochemistry and photographic techniques of value to the biologist will be emphasized. Each participant will be required to submit a folio of at least 100 photographs which are to be processed during the course of the project. Considerable thought should be given in advance to the preparation of the folio. Time will be limited.

Possession of a suitable camera is a prerequisite. Darkroom facilities will be provided.

SOCIOLOGY J-31

TOPIC: ANALYSIS AND REPLICATION OF EMPIRICAL SOCIOLOGICAL STUDIES

This project will provide a laboratory experience in the gathering and processing of data in the analysis of Sociological Problems. The procedure will consist in the replication of sociological studies and experiments. Each student will be involved in the administration of questionnaires and the coding and processing of data. Where possible students may design independent projects for empirical study. Required text, M.A. Straus and J.I. Nelson, Sociological Analysis.

CHEMISTRY J-16

TOPIC: CHEMICAL CRYSTALLOGRAPHY

An introductory study of crystals, their preparation, geometry and optical properties. A minimum of twenty-five hours of laboratory work per week is expected. Some programmed instruction, a few lectures and ample opportunity for reading in the field. Some experience with X-ray crystallography may be obtained.

ECONOMICS J-1

TOPIC: ECONOMIC INFORMATION LABORATORY

This program is open to students who wish to explore a variety of economic problems (i.e., "The Farm Problem," "Trade Unions and Inflation," "The Federal Debt," "Anti-Trust Policy," etc.) and to express their findings creatively in a form which utilizes modern communications media. Students will be expected to prepare their projects in one or more of the following forms: tape recordings, motion pictures, strip films, slides, or television.

ECONOMICS J-1

(Continued)

Weekly meetings will be held. The last week of the program will be devoted to a general symposium in which students will present their completed projects for comment and evaluation.

ECONOMICS J-11

TOPIC: FINANCIAL INSTITUTIONS AND MARKETS - NEW YORK FIELD TRIP

A study of the capital, commodity, and money markets, and of the economic role of financial institutions.

At the start of the program, the students will participate in a nine-day field trip to the New York financial district. Group visits will be made to the New York Stock Exchange, the American Stock Exchange, an investment bank, an over-the-counter market, a large money market bank, the Federal Reserve Bank of New York, an investment firm, a large insurance company, a large savings bank, and a mortgage bank. At the time of these visits, officials and/or other representatives of the institutions involved will speak to the group and will participate in question-and-answer discussions with the students.

The students will then return to the campus for two and one-half weeks of independent study and investigation. Each student - with the approval of the instructor - will select a topic related to financial institutions and markets and will be expected to present a mature written report thereon. In addition, each student will be expected to make an oral presentation of his findings and analysis before the entire group in a final symposium.

ENGLISH J-11

TOPIC: INDEPENDENT STUDY IN AMERICAN LITERATURE

Each student will choose, with the approval of the instructor, an author or a group of authors in whose works he will read extensively. At the end of the month he will take an oral examination on the entire project and submit an essay of about twenty-five pages on that aspect of the subject which has come to seem to him most important or interesting.

PHILOSOPHY AND RELIGION J-15
(RELIGION)

TOPIC: LOVE

A seminar dealing with theological, philosophical, and psychological dimensions of love. Readings will be assigned from such authors as Tillich, Fromm, Buber, de Rougemont, C.S. Lewis, Augustine, Plato. Students will be expected to attend the meetings of the seminar as scheduled as follows: Tuesday and Thursday mornings during each of the four weeks of January. Students will be expected to submit a precis of the assignment at each seminar meeting, and to be prepared to participate in the discussion. The final meeting on Thursday morning, January 30th, will be an examination. No further written work required.

PHYSICS-ASTRONOMY J-6

TOPIC: ELECTRONICS IN SCIENTIFIC INSTRUMENTATION

This topic is of special interest to students of the life sciences, chemistry, and applied mathematics. It consists of a series of experiments leading to an understanding of modern electronics equipment including counters, computer, and data processing units. Students will devote mornings and afternoons to the experimental work and additional time to the background studies needed. They will be encouraged to develop habits of self-reliance, initiative and creativity. The instructor will not supervise in detail but will be available during scheduled hours for consultation. No final paper will be required. Evaluation will be based upon overall performance. Each student must acquire: Malmstadt and Enke, Electronics for Scientists, Mit Computation Book, and a kit of basic tools.

POLITICAL SCIENCE J-31

TOPIC: INTERNSHIP IN LOCAL GOVERNMENT

Students enrolled in this program will serve one-month internships with units of local government in the vicinity of Colgate University. Under direction of responsible officials (vis., the County Executive of Onondaga County) the student intern will assist in the operations of various government activities. In addition to daily tasks in their respective departments of government, the interns will meet as a group with government officials and with the instructor.

POLITICAL SCIENCE J-46

TOPIC: LIBRARY RESEARCH IN GOVERNMENT AND POLITICS

This project is designed to provide training and experience in the methods of library research, and in preparation of papers on political science topics. Group instruction in the use of documentary and other sources will be combined with supervised individual study. Group sessions will be scheduled periodically during the January period. Each student will prepare one or more reports employing various sources and methods of investigation.

PSYCHOLOGY J-12

TOPIC: CLINICAL PSYCHOLOGY EXPERIENCE IN INSTITUTIONS

A limited number of openings will be available for direct psychological experience in several hospital and/or clinic settings. Students will work closely with the institution staff, engaging in both clinical and research activities. The student may live off-campus with special permission.

ROMANCE LANGUAGES J-31
(FRENCH)

TOPIC: INDEPENDENT LANGUAGE STUDY IN FRENCH

The project will provide highly motivated students already registered in a beginning French course with the opportunity to accelerate their language training by one year. Each student will be expected to complete independently all phases of the beginning course. A student intending to continue his language study after successful completion of the January Program should plan to register for French 154, where he would have a program of study adjusted to his special situation.

Dual-track tape recorders, suitable for independent language study will be available in the laboratory. The instructor will often be in the laboratory for consultation.

The instructor will, from time to time, check retention of completed work, and will engage students in conversation, in order to provide practice in a less formal situation. A grade will be determined by the quality of the work done on tapes, by the retention shown in an occasional checking session, and by the mastery revealed in conversation. In addition, students completing the introductory course will have a final exam in grammar.

This proposal is expected to require 30 to 40 hours of work per week.